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Commentary on the chapter by Marjorie Montague and Asha Jitendra, “Research-based mathematics instruction for students with learning disabilities”.

Forgasz, Helen (ed.) et al., Towards equity in mathematics education. Gender, culture, and diversity. Berlin: Springer (ISBN 978-3-642-27701-6/hbk; 978-3-642-27702-3/ebook). Advances in Mathematics Education, 507-513 (2012).

Summary: In their article, *M. Montague* and *A. K. Jitendra* [*ibid.*, 481–502 (2012; ME 2012e.00449)] highlight that many students with disabilities are not making adequate progress in their mathematical performance. Further, both cognitive and behavioral characteristics appear to interfere with their performance and development in mathematics. In response to these concerns, Montague and Jitendra highlight two instructional approaches – Solve It! and schema-based instruction (SBI), that can be used to help students with disabilities improve their mathematical performance. This article is a commentary on [loc. cit.].

Classification: D70 D40 C40

Keywords: research-based mathematics instruction; learning disabilities; problem solving; problem solving research; Schema-Based Instruction

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